ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM (ACTEDS) PLAN

**ADDENDUM L**
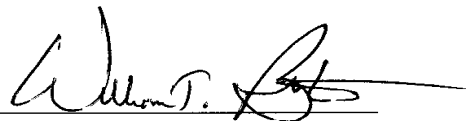TO THE REGISTERED NURSE ACTEDS PLAN

# NURSE EDUCATOR

## ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

# F O R E W O R D

This Department of the Army Civilian Training, Education, and Development System (ACTEDS) plan for the civilian Nurse Educator provides careerists and management with a guide to assist in career enhancement and progression. Training and development plans are essential in developing and enhancing an individual's knowledge, skills, and abilities; hence, promoting optimal performance, effectiveness, and efficiency. This plan, if followed, will provide all civilian Nurse Educators the opportunities to become leaders of tomorrow in their field.

Civilian Nurse Educators and their supervisors are encouraged to review this ACTEDS plan and tailor it to their needs. Although individuals ultimately control their own careers, all levels of command share in the responsibility of implementing the guidance contained in this plan. This will help to ensure a continuing source of highly qualified civilian Nurse Educators for the Department of the Army.

APPROVED BY:

WILLIAM T. BESTER
Brigadier General, AN
Functional Chief

**ADDENDUM L**

**ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN**

**NURSE EDUCATOR**
**OCCUPATIONAL SERIES GS-610**
**(Career Field 53)**

**Introduction.** This addendum to the civilian Registered Nurse (RN) ACTEDS Plan describes the Nurse Educator portion of the plan and must be used in conjunction with the basic RN ACTEDS Plan. This Addendum includes the training, education, and developmental opportunities that enhance the employee's capability to advance within the Nurse Educator community. General information of interest to all Army civilian RNs in all nursing specialties is found in the basic RN ACTEDS Plan of which this Addendum is a part.

**ADDENDUM L**

**ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN**

**NURSE EDUCATOR**
**OCCUPATIONAL SERIES GS-610**
**(Career Field 53)**

**1. OBJECTIVES.**

    a. To assist employees and supervisors in determining specific education and experiences needed for the Nurse Educator specialty.

    b. To enable Nurse Educators to plan and schedule clinical and leader development activities appropriate for their chosen career progression.

    c. To identify broad-based training needs throughout the Nurse Educator's employment.

    d. To provide Nurse Educators a comprehensive list of the competencies applicable to their respective nursing practice.

    e. To aid in the recruitment and retention of quality RNs identifying the numerous training and career advancement opportunities offered by Department of the Army (DA) in the Nurse Educator community.

**2. STRUCTURE.** This plan applies to all Army civilian RN employees working in the field of Nursing Education, regardless of the level at which they were hired, and the organization or agency to which they are assigned or attached.

**3. KEY POSITIONS AND CONSULTANTS.** Key Positions are staff positions in which the incumbent establishes and/or interprets policy, plans, and strategy. The basic RN ACTEDS Plan lists Key Positions where any Nurse Educator can be assigned. There is no one Key Position in Nursing Education; rather positions are established according to the responsibilities assigned at each installation or agency.

**4. RESPONSIBILITIES.** Responsibilities for the Functional Chief (FC), the Functional Chief Representative (FCR), the installa-tion, the Medical Treatment Facility (MTF), the supervisor, and the employee are listed in the basic RN ACTEDS Plan.

**5.  CAREER PATH.**  (Appendix A)  The career path for Nurse
Educators represents progression in the Nurse Educator field
normally beginning at the entry level and continuing through the
advanced level.  Descriptive levels are as follows:

   a.  Entry Level.  At the entry level (normally at the GS-9/10
level), the new Nurse Educator generally requires on-the-job
training (OJT) experience and technical training.  Emphasis is
placed on involvement with and training in: (a) clinical nursing
fundamentals; (b) fundamentals of federal law, DA regulations,
and directives in promoting wellness; and (c) computer training
to assist in managing health programs in the specialty field.
Personnel have responsibility for assisting with training
subordinates, peers, and students.

Typical assignments include, but are not limited to:
(a) identifying, conducting, evaluating and/or participating in
educational activities relating to orientation, inservice, annual
competencies and staff development; (b) assessing and evaluating
patient care records, laboratory sheets, etc.;  (c) identifying,
analyzing, and resolving clinical issues/problems; (d) preparing,
maintaining and submitting educational development programs;
(e) providing consultation, guidance, and mentoring regarding
scholarly activity; (f) working with patients, families, or
significant others and professional and supportive personnel who
provide patient care; and (g) traveling to various integrated
facilities as necessary to accomplish duties and
responsibilities.

   b.  Intermediate Level.  Intermediate level/staff nurse
positions (GS-11/12) represent full journeyman performance.
Supervisory and clinical GS-12 positions are the seasoned
experts, leaders with advanced managerial and executive skills.
The primary focus is on increasing the technical knowledge and
skills of the nurse in her/his chosen specialty.  Secondarily,
emphasis is placed on management and human relations skills.
Work assignments will be selected to add to the depth and breadth
of their technical and leadership competence.  Some of the
assignments include:  (a) managing a nursing education program at
an installation where the nurse is the sole asset, or program
requirements dictate additional management oversight, (b) serving
as the technical expert or point of contact for program
direction, and assisting in training of subordinates, peers, and
students.

The intermediate level Nurse Educator's self-development
activities are accelerated and focused to ensure nurses continue
to add to their variety of experiences.  They will continue to
receive specialized training for progressively responsible
assignments, including leadership training for personnel selected

to fill supervisory positions.  Graduate study, speaking and writing activities, and active participation in professional group activities are encouraged.  Employees at this level are encouraged to seek out national certification from applicable specialty boards or recognized certification providers, such as the American Nurses Association.  Personnel must also be responsible for formal precepting and informal OJT of staff.

At the GS-12 supervisory level, emphasis is primarily placed on developing managerial and administrative abilities, and secondarily, broadening the employee's technical knowledge and skills.

    c.  Advanced Level.  At the GS-13/14 levels, all advanced level Nurse Educators are recognized as subject-matter-experts (SMEs).  At this level, emphasis is placed on strategic planning and administrative/managerial responsibilities.  They make decisions or recommendations that significantly affect the content, interpretation, or development of Army policies or programs concerning critical matters or major issues within their individual nursing community.  They are assigned positions/ studies where limited guidance exists as to the method of evaluation for the potential experience identified or, where possible, new experiences need to be identified.  Training will be on topics that are emerging issues in the specialized aspects of their particular specialty as well as seminars and conferences where these position topics are likely to be discussed.  At this level, the employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions.

**6.  COMPETENCIES.**  (Appendix B)  Commanders and supervisors are responsible for identifying resources and offering opportunities to meet career objectives of their employees.  They must ensure that employees under their supervision possess, or are provided opportunities to obtain, the required competencies commonly referred to as knowledge, skills, and abilities (KSAs), found at Appendix B.  Equivalency credit for competencies gained may be granted for formal courses or OJT received from sources other than the courses listed at Appendix D of this Addendum.  The required equivalency credit form is at Appendix G of the basic RN ACTEDS Plan.

**7. MASTER TRAINING PLAN (MTP).** (Appendix C)

a. Universal Training. Employees enter the Nurse Educator occupational series with varying degrees of experience, capability, and potential for growth. For this reason, training identified in the MTP Matrix at Appendix C should be based on what formal training and/or OJT the individual brings to the job in comparison with that required for advancement as outlined in this Addendum. Broadband training, shown in the MTP, is identified as those courses and OJT that cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to accession out of the band. Consideration should be given to any documented prior experience and training.
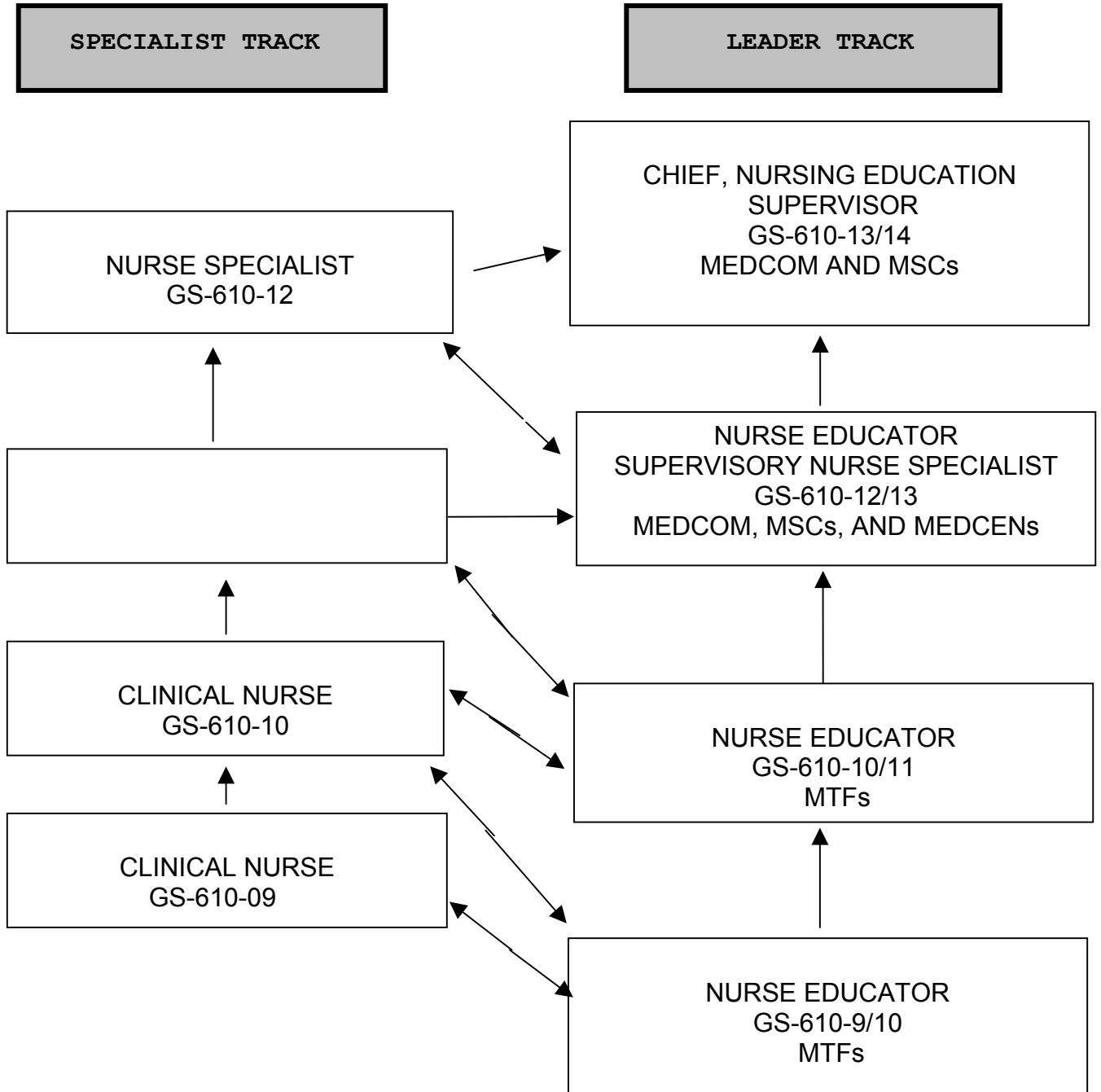
b. Self-development. In addition to the mandated training outlined in the MTP, Nurse Educators at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations or self-development activities as defined in the basic RN ACTEDS Plan.

c. Competitive Training. Competitive training includes Army-wide competitive programs (such as senior service colleges and the Sustaining Base Leadership and Management Program) which are centrally funded by DA. It also includes fellowship programs, developmental assignments and training-with-industry which may be funded by the installations, Major Commands (MACOMs), or other designated agencies. Competitive training opportunities are defined in the basic RN ACTEDS Plan.

**8. AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY.** Training and development opportunities for participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

NURSE EDUCATOR
CAREER PATH CHART

| SPECIALIST TRACK | LEADER TRACK |
|---|---|

CHIEF, NURSING EDUCATION
SUPERVISOR
GS-610-13/14
MEDCOM AND MSCs

NURSE SPECIALIST
GS-610-12

NURSE EDUCATOR
SUPERVISORY NURSE SPECIALIST
GS-610-12/13
MEDCOM, MSCs, AND MEDCENs

CLINICAL NURSE
GS-610-10

NURSE EDUCATOR
GS-610-10/11
MTFs

CLINICAL NURSE
GS-610-09

NURSE EDUCATOR
GS-610-9/10
MTFs

**COMPETENCIES FOR NURSE EDUCATOR**


1.   **Education** - Ability to develop and conduct formative evaluation of an interactive, multimedia, multi-method approach to teaching adults in order to create an effective learning experience.

2.   **Education** - Knowledge of goals, structure, and relationships for organizations such as, National Nurses Staff Development Organization, American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA) in order to integrate various charters into the nursing education program.

3.   **Education** - Ability to counsel soldiers and DA civilians on education, training, and financial assistance programs available in order to help them achieve their career objectives and maximize educational opportunities.

4.   **Education** - Ability to administer and incorporate instructional delivery systems (e.g. computer-based/computer-assisted instruction, CD-ROM, satellite delivery) and operate a personal computer system with a variety of applications (Internet, World Wide Web, electronic mail) in order to integrate into instruction programs.

5.   **Education** - Ability to determine the appropriateness of various instructional technologies in order to gauge their effectiveness in the learning environment.

6.   **Education** - Knowledge of principles and techniques of adult and continuing education programs including traditional (college campus courses) and non-traditional (independent study, experiential evaluation, external degrees, and distance learning programs) in order to offer a wide range of education choices to military and civilian personnel.

7.   **Education** - Knowledge of the Army Distance Learning (DL) Plan to include effectively assimilating the necessary components, both human and capital, in order to effectively deliver diversified learning opportunities to the installation.

8.   **Education** - Ability to assess student learning through multi-distance learning modes in order to ensure effectiveness of training experience.

**9. Education** – Knowledge and skill to perform and provide instruction to others in basic and advanced life support using case-based teaching that emphasizes critical assessment-management of ABCD Surveys and implementing algorithms.

**10. Education –** Knowledge and ability to ensure contract compliance (e.g., monitor performance, participate in process review, inspect deliverables for quality assurance and authorize payment for deliverables) in order to ensure optimal stewardship of resources.

**11. Education** – Ability to perform front-end analysis, curriculum design, and curriculum evaluation in order to evaluate all components of instructional design.

**12. Education** – – Knowledge of basic statistical techniques including level of significance, confidence intervals, mean, median, mode, standard deviation, trend line analysis, and linear and non-linear regression in order to interpret data.

**13. Education** - Ability to determine quality of projects, programs, or performance by comparison against standards or objectives in order to determine feasibility of extending or duplicating the project.

**14. Education/Informatics** – Knowledge of the techniques for teaching traditional subjects to adults in non-traditional ways, and the socio-technical approaches to organization learning in order to provide information, evaluate understanding, and enhance adherence.

**15. Communication** – Ability to work with others towards agreement and persuade others to accept recommendations, cooperate, or change their behavior in order to find mutually acceptable solutions.

**16. Communication** - Ability to express ideas in writing (e.g. reports, information papers, memoranda, letters, manuals) in order to provide guidance and instruction.

**17. Management** - Ability to plan, organize, and establish objectives, requirements, priorities, and deadlines in order to determine course of action for work.

**18.   Management -** Ability to coordinate logistical support with academic institutions in order to determine equipment needs, control inventory, schedule activities, manage education center funds and meet reports requirements.

**19.   Management –** Ability to plan, develop, and implement programs designed to provide career-related and self-development education at the Division level in order to increase employee retention and enhance job performance.

**20.   Management** – Ability to obtain information, define problems, identify relationships, evaluate quality, assess impacts, and make conclusion/recommendations in order to determine quality of projects, programs, or performance by comparison against standards or objectives.

**21.   Management** – Ability to make objective decisions, perceive the implications of decisions, and commit to action, even in uncertain situations, in order to accomplish organizational goals and enact changes.

**22.   Management -** Ability to be innovative, visionary, and proficient in new technologies in order to manage all aspects of a variety of continuing education programs ranging from basic skills remediation to graduate degree programs.

**23.   Management –** Ability to develop new or revise existing policies, procedures, programs, or solutions to problems in order to enhance nursing education management and performance.

**24.   Management** – Ability to determine short and long term goals and objectives, functional policies, plans, organizational structure, and systems in order to achieve objectives effectively.

**25.   Management –** Knowledge of accreditation process (to include policies, standards) in order to ensure program compliance.

**26.   Management** – Knowledge of civilian personnel functions to include:  training and development opportunities and assignments; short and long-term training in accordance with Government Employee's Training Act, 5 U.S.C. 41, 5 CFR 410 and AR 690-400 Chapter 410; employee development; appraisals; career counseling (performance feedback, guidance, review, goal setting, and development of performance standards in accordance with 5 U.C.C. 43, 5 CRF 430 and AR 690-400, Chapter 430) in order to ensure compliance.

**27.  Leadership.**  Ability to serve as a Preceptor/Mentor to newly assigned nurses in order to provide relevant information and enhance role development.

**28.  Marketing** – Ability to market the nurse educator program (e.g. marketing plans, briefings, news releases, command letters, pamphlets and brochures) in order to gain support of adult education programs

**29.  Research.**  Knowledge of the research process, including problem identification, literature review, proposing hypothesis, research data collection, statistical analysis of data and application of findings in order to identify and measure outcome of practice.

# MASTER TRAINING PLAN MATRIX FOR NURSE EDUCATOR

| COURSE / SEMINAR / OJT TITLE | TYPE OF TRAINING | LENGTH HOURS | ENTRY | INTERMEDIATE | | | ADVANCED | | SOURCE | COMPETENCIES | COURSE NUMBER |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14 | | (APPENDIX A) | (APPENDIX D) |
| Basic Life Support (BLS) | FC | 8/ 6-8 | U1** | U1** | U1** | U1** | U1** | U1** | MTN/AHA/ Local | 9, 14 | 1 |
| Basic Life Support Instructor | FC | 8 | U1** | U1** | U1** | U1** | U1** | U1** | MTN/Local | 9, 14 | 2 |
| Advanced Cardiac Life Support (ACLS) | FC | 16 | U1** | U1** | U1** | U1** | U1** | U1** | MTN/Local | 9, 14 | 3 |
| Advanced Cardiac Life Support Instructor | FC | 16 | U1** | U1** | U1** | U1** | U1** | U1** | MTN/AHA/ Local | 9, 14 | 4 |
| Hospital Educators Course | FC | 40 | U1 | U1 | U1** | U1** | U1** | U1** | AMEDDC&S | 2, 13, 24, 25, 26, 27 | 5 |
| Writing for Results | FC | 24 | U1 | U1 | U1 | | | | USDA | 16 | 6 |
| Computer Courses | FC | Varies | U1 | U1 | U1 | U1 | U1 | U1 | Local/ Installation | 4, 22 | 7 |
| Basic Management | FC | 40/Varies | UI C DVP | UI C DVP | UI C DVP | UI C DVP | UI C DVP | UI C DVP | University – Based/Local | 15, 17, 20, 21, 23, 24, 26, 27, 28 | 8 |
| Office Management Course | FC | 40 | U1* | U1 | U1 | U1 | U1 | U1 | USDA | 15, 17, 20, 21, 22, 23, 24, 26, 27, 28 | 9 |
| Adult Literacy Technology | FC | 32 | U3 | U2 | U1 | | | | Local | 1, 4, 5, 6, 8, 19, 22 | 10 |
| Basic Statistics | FC | 32 | | | | U1 | U1 | U1 | USDA | 12, 29 | 11 |
| Analysis and Application of Customer Satisfaction Measurements | FC | 16 | | | | | U1 | U1 | Professional Organization | 17, 19, 20, 21, 22, 23 | 12 |
| Data Collection Techniques | FC | 40 | UI DVP | UI DVP | UI DVP | UI DVP | | | USDA | 12, 17, 19, 20, 21, 22, 28, 29 | 13 |
| Systems Approach to Training Core **5K-F4/520-F4(CORE)(PILOT)** | FC | 8/ Varies | U1 DVP | U1 DVP | U1 DVP | | | | AMEDDC&S | 1, 4, 5, 6, 22 | 14 |
| Systems Approach to Training 21 **5K-F4/520-F4(ASAT)(PILOT)** | FC | 8 | | | | U1 | U1 | U1 | U1 | AMEDDC&S | 1, 4, 5, 6, 11, 19, 22 | 15 |

LEGEND:  FC = FORMAL COURSE          U1 = UNIVERSAL PRIORITY I      C = COMPETITIVE          * =  ACCORDING TO INDIVIDUAL JOB REQUIREMENT
        CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II    SUP = SUPERVISOR ONLY      ** =  RECURRING REQUIREMENT
        OJT = ON-THE-JOB TRAINING      U3 = UNIVERSAL PRIORITY III   DVP = DEVELOPMENT ASSIGNMENT  *** =  BY EXCEPTION

| COURSE / SEMINAR / OJT TITLE | TYPE OF TRAINING | LENGTH HOURS | ENTRY | INTERMEDIATE | | | ADVANCED | | SOURCE | COMPETENCIES | COURSE NUMBER |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14 | | (Appendix A) | (Appendix D) |
| Program Results Evaluation Methods | FC | 16 | | | | UI | UI | UI | USDA | 1, 11, 13, 16, 21, 23 | 16 |
| Instructor Training Course/Effective Briefing Course | FC | 80/ 24 | U1 DVP | | | | | | AMEDDC&S/ USDA | 4, 15 | 17 |
| Leadership Skills for Non-Supervisors | FC | 16 | U3 | U3 | U3 | U3 | | | USDA | 26, 27 | 18 |
| Human Resource Management for Supervisors/Managers | FC | 40 | U3 | U2 | U1 | | | | USDA | 26, 27 | 19 |
| Advanced Human Resource Executive Program | FC | Varies | | | | U1 DVP | U1 DVP | U1 | University-Based | 19, 22, 23, 26, 27, 28 | 20 |
| DOD Worldwide Education Symposium | Conference | Varies | | | DVP | DVP | DVP | DVP | DANTES | 1, 2, 3, 4, 5, 6, 7, 8, 11, 14, 18, 19, 22, 25, 28 | 21 |
| National Nursing Staff Development Organization Conference | Conference | Varies | | | U1 | U1 | U1 | | Professional Organization | 2, 3, 10, 28 | 22 |
| Professional Development Certification | CC/Exam | Varies | U3 | U3 | U2 | U2 | U1 | U1 | Professional Organization | 1, 2, 3 | 23 |
| Critical Reading of Research Publications (CRRP) | FC | 12 | | | | U1 | U1 | U1 | RMC NESDS | 29 | 24 |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

LEGEND: FC = FORMAL COURSE  U1 = UNIVERSAL PRIORITY I  C = COMPETITIVE  * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II  SUP = SUPERVISOR ONLY  ** = RECURRING REQUIREMENT
OJT = ON-THE-JOB TRAINING  U3 = UNIVERSAL PRIORITY III  DVP = DEVELOPMENT ASSIGNMENT  *** = BY EXCEPTION

**COURSE DESCRIPTIONS**
**NURSE EDUCATOR**


1.  **Basic Life Support (BLS).**  This course is designed to meet the needs of healthcare professionals who respond to cardiac and respiratory emergencies.  This program instructs healthcare providers and the community in the total emergency cardiac care (ECC) system.  Additional information is available at: **http://www.usuhs.mil/mtn/mtn1.htm** or **http://www.cpr-ecc.org/** (Source:  Military Training Network/American Heart Association) (8 Hours/6-8 Hours)

2.  **Basic Life Support Instructor.**  This course is designed to help the BLS Instructor with limited teaching experience understand the instructional process and to help the provider make the transition to instructor.  Additional information is available at:**http://www.usuhs.mil/mtn/mtn1.htm**  (Source: Military Training Network/Local) (8 Hours)

3.  **Advanced Cardiac Life Support.**  This course is designed to learn critical assessment-management actions for core cases through conducting the Primary and Secondary ABCD Surveys and implementing the algorithms. Successful case management both during the course and in professional situations requires constant thinking and analysis.  Additional information is available at:**http://www.usuhs.mil/mtn/mtn1.htm** or **http://www.cpr-ecc.org/**  (Source:  Military Training Network/Local)(16 Hours)

4.  **Advanced Cardiac Life Support Instructor.**  This course will provide knowledge and skills in instruction methodology as set forth by the American Heart Association.  Upon successful completion of the course, employee will receive instructor certification.  Additional information is available at: **http://www.usuhs.mil/mtn/mtn1.htm**  (Source:  Military Training Network/Local) (16 Hours)

5.  **Hospital Educators Course.**  This course is intended for the Hospital Educator, and will focus on continuing education programs and the hospital educator's responsibilities. Additional information is available at: **http://www.armymedicine.army.mil/otsg/nurse/ldev.htm** (Source: AMEDDC&S)(40 hours)

6.  **Writing for Results.**  This course is for experienced writers who want to write more powerfully and achieve results.  The course provides practical techniques for adding power to reports, executive summaries and memos.  Additional information is available at:
[http://www.grad.usda.gov/Catalog/alpha_CourseDescription.cfm?code=WRIT7110D-W01](http://www.grad.usda.gov/Catalog/alpha_CourseDescription.cfm?code=WRIT7110D-W01)  (Source:  USDA) (24 Hours)

7.  **Computer Courses (MS Word, Excel, PowerPoint, etc.).**  Courses in a variety of software applications to enable employee to efficiently manipulate data.  (Source:  Local/Installation) (Length varies)

8.  **Basic Management.**  This course is designed for new managers or those who feel the need to reinforce their understanding of fundamental management principles.  Program focuses on the changes involved when the managee becomes a manager, by emphasizing a broad understanding of current managerial techniques with special emphasis on working with people as the key to success.  Tools and exercises focus on refining leadership skills; managing time, stress, delegation, authority, responsibility, accountability, and managing productivity, creative decision-making and problem solving; effective communications and team building.  Additional information is available at:  [http://www.bus.umich.edu/exceed](http://www.bus.umich.edu/exceed) (Source:  University of Michigan Business School/Local) (40 Hours/Length Varies)

9.  **Office Management.**  This course provides training in team building, goal setting, leadership development, conflict resolution, decision-making and other management skills. Additional information is available at: [http://www.grad.usda.gov](http://www.grad.usda.gov) (Source:  USDA) (24 Hours)

10.  **Adult Literacy Technology.**  This course is designed to provide information on computer software, multimedia interaction distance learning, and other emerging technologies.  (Source: Local) (32 Hours)

11.  **Basic Statistics.**  Provides the basics of statistics, from frequency distributions to sampling to regression analysis.  No prior knowledge of the subject is required.  Additional information is available at:[http://www.grad.usda.gov](http://www.grad.usda.gov) (Source:  USDA) (32 Hours)

12.  **Analysis and Application of Customer Satisfaction Measurements.**  In this course, participants will discover the cost of customer dissatisfaction and the bottom-line benefits of customer satisfaction.  They will learn to link customer

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satisfaction to reward and recognition systems and to performance and operation indicator.  They will learn to use customer satisfaction information to focus and direct improvements and to define and align internal standards and measures.  Additional information is available at:  **http://www.asq.org/ed/courses/** (Source:  Professional Organization) (16 Hours)

13.  **Data Collection Techniques.**  In this hands-on program, participants will work through in-depth exercises in the use of key data collection tools and techniques for management analysis.  In class data collection projects provide the opportunity to focus on descriptive and interferential statistics, sampling techniques, and data presentation.  Additional information is available at: **http://www.grad.usda.gov** (Source:  USDA) (40 Hours)

14.  **Systems Approach To Training (SAT) Core (5K-F4/520-F4(CORE)(PILOT).**  The Systems Approach to Training (SAT) 21 course provides grounding in understanding the role of computer technology to the AMEDDC&S training and instructional programs.  The course has been set up to address the more immediate needs of the staff and faculty of the AMEDDC&S without disrupting work activities more than is necessary at any one time.  While the modules for SAT-21 can be taken individually in separate training sessions, it is suggested that the Core module be taken first.  In this way, participants will receive the training that is most needed in their respective positions. The modules will prepare course directors and managers of AMEDDC&S with instructional activities in the new technologies that have become major parts of the overall instructional program at the AMEDDC&S.  Additional information is available at: **https://www.atrrs.army.mil/atrrscc/** (Source: AMEDDC&S) (8 Hours)

15.  **Systems Approach to Training 21 (5K-F4/520-F4(ASAT)(PILOT).** The course is expressly designed for course developers and instructor/trainers who develop new lesson plans, re-design existing lesson plans, and/or design training support packages.  A working knowledge of the Automated Systems Approach Training database is essential to satisfactorily fulfill work assignments.  Additional information is available at: **https://www.atrrs.army.mil/atrrscc/**  (Source:  AMEDDC&S)(8 Hours)

16.  **Program Results Evaluation Methods.**  Course provides training in evaluation designs most used by auditors and the strengths and weaknesses of each design; impact evaluation questions; evaluation strategies for answering impact questions; factors that can adversely affect your ability to draw sound conclusions about program impact, and select ways to diminish them; types of questions and formats used to collect evaluation

data, and describe their strengths and weaknesses; and evaluation report writing principles and pitfalls.  Additional information is available at: http://grad.usda.gov/Catalog/alpha_CourseDescription.cfm?code=AUDT9011G-W01 (Source:  USDA) (16 Hours)

17.  **Instructor Training Course (Formerly Faculty Development Course)/Effective Briefing Course.**  Emphasis is placed on communication skills, audio-visual support, writing lesson plans, writing objectives and writing test items. Must have basic computer skills.  Additional information is available at: http://www.grad.usda.gov  (Source:  AMEDDC&S/USDA) (80 Hours/24 Hours)

18.  **Leadership Skills for Non-Supervisors.**  This course is designed for individuals who lead others, office coordinators, and other non-supervisory employees who want to enhance their leadership skills.  Additional information is available at: http://www.grad.usda.gov (Source:  USDA) (16 Hours)

19.  **Human Resource Management for Supervisors/Managers.** Provides information on responsibilities and rights as a supervisor; recognition of personal liability components; selection, promotion and detailing of subordinates in accordance with merit system principles; organization and management of positions; and development of employees.  Additional information is available at:   http://www.grad.usda.gov  (Source:  USDA) (40 Hours)

20.  **Advanced Human Resource Executive Program.**  Designed primarily for senior human resources executives, this course is also benefit for senior-level general managers who recognize that the management of human resources is critical to success.  The program has three objectives: (1) develop participant's general management perspective by examining the latest thinking in various functional areas of business; (2) help participants forge a leadership agenda and strategy of HR function; and (3) explore the best available thinking and practices on leadership of the function, executive succession, board of directors relations, organization design, and developing/ supporting an effective change strategy.  Additional information is available at: http://execed.bus.umich.edu/pdf_brochure/CATALOG.pdf (Source: University of Michigan) (80 hours)

21.  **DOD Worldwide Education Symposium:**  The content of the symposium varies from year to year.  Presentations are given by Defense policy-makers and subject-matter specialists.  Workshops are presented on various topics, such as, distance learning,

other non-traditional educational formats, current education issues, education incentives, and Army Learning Centers; trends in education and educational technology; and trends in continuing education for military personnel. Additional information is available at: **http://www.ww-003.com/GeneralInformation.htm** (Source: Department of Defense Activity for Non-Traditional Education Support (DANTES) (Length varies)

22. **National Nursing Staff Development Organization.** The content of the annual Conference varies from year to year. Additional information is available at: **http://www.nnsdo.org/** (Source: Professional Organization) (Length varies)

23. **Professional Development Certification.** Completion of National Certification Exam offered by American Nurses Credentialing Center that documents validation of the professional achievement of identified standards of practice by an individual registered nurse in the field of Nursing Education. Additional information is available at: **http://www.nursingworld.org/ancc/** (Source: Professional Organization) (Length varies)

24. **Critical Reading of Research Publications (CRRP).** This course is designed as an Independent Study for use by Clinical Interest Groups, Journal Clubs, or small groups who want to become more comfortable in reading and evaluating research. The primary characteristic of this program is that it must be carried out by at least two or more people in order to obtain continuing education credit. The course is available on-line at: **http://armynursecorps.amedd.army.mil/crrp.htm** (Source: RMC NESDS) (12 hours)

# APPENDIX E

## GLOSSARY

| **ACRONYM** | **DEFINITION** |
|---|---|
| ACE | American Council on Education |
| ACTEDS | Army Civilian Training, Education, and Development System |
| AMEDDC&S | Army Medical Department Center & School |
| CBRS | Concept Based Requirements System |
| CHEA | Council for Higher Education Accreditation |
| DA | Department of the Army |
| DANTES | Department of Defense Activity for Non-Traditional Education Support |
| DL | Distance Learning |
| FC | Functional Chief |
| FCR | Functional Chief Representative |
| ISS | Information System Specialist |
| KSAs | Knowledge, Skills, and Abilities |
| MACOMs | Major Commands |
| MEDCEN | Medical Centers |
| MEDCOM | U.S. Army Medical Command |
| MSC | Major Subordinate Commands |
| MTF | Medical Treatment Facility |
| MTN | Military Training Network |
| MTP | Master Training Plan |
| NESDS | Nursing Education and Staff Development Service |
| OJT | On-the-Job Training |
| RMC | Regional Medical Command |
| RN | Registered Nurse |
| SAT | Systems Approach to Training |
| SMEs | Subject-Matter-Experts |
| TADLP | The Army Distance Learning Plan |
| TRAS | Training Requirements Analysis |
| USATSC | United States Army Training Support Center |
| USDA | United States Department of Agriculture |